Montana Office of the Commissioner of Higher Education

Improving Teacher Quality State Grants
Title II, Part A
No Child Left Behind Act of 2001 (NCLB Act)

Grant Period: January 1, 2015 – December 31, 2015
Class 7, Language/Culture Teachers, Professional Development Institute

Montana State University

Jioanna Carjuzaa, PhD
William G. Ruff, EdD
David I. Henderson, EdD
FORM 1: COVER PAGE

1. Project title (maximum eight words): Class 7, Language/Culture Teachers, Professional Development Institute

2. Institution of higher ed. (or nonprofit organization):

   Academic department: Education  
   Address: Montana State University  
   Reid Hall  
   Room 122  
   City: Bozeman  
   State: MT  
   Zip: 59717

3. Project Director(s): (please list principal project director first)

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone (work)</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jioanna Carjuzaa</td>
<td>406-994-4941</td>
<td><a href="mailto:carjuzaa@montana.edu">carjuzaa@montana.edu</a></td>
</tr>
<tr>
<td>Dr. William Ruff</td>
<td>406-994-4182</td>
<td><a href="mailto:wruff@montana.edu">wruff@montana.edu</a></td>
</tr>
<tr>
<td>Dr. David Henderson</td>
<td>406-994-6424</td>
<td><a href="mailto:david.henderson3@montana.edu">david.henderson3@montana.edu</a></td>
</tr>
</tbody>
</table>

4. Mailing address of principal project director (if different from above):

5. Core content area(s):

   Grade level(s):  
   Other:  
   Number of participants:

6. Does this proposal constitute a continuation or expansion of a previously funded project?

   - [X] Yes  
   - [ ] No  

   If yes, please give the year of the original grant(s):

7. List names of all collaborating school districts:

8. Proposed funding:

<table>
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<th>Type</th>
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<td>C. Collaborating school districts</td>
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</table>

9. Fiscal or grant administrator responsible for grant:

   - Name: Sandra Sward  
   - Title: Director of MSU Office of Sponsored Programs  
   - Telephone: 406-994-2381  
   - E-mail: sward@montana.edu

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[Signatures]

- Project Director
- Chief Academic Officer
- Sanda L. Sward
- MSU Office of Sponsored Programs
FORM 2: PARTNERSHIP ELIGIBILITY

Project Title:
Class 7, Language/Culture Teachers, Professional Development Institute

Project Director:
Dr. Joanna Carjuzaa, Dr. William Ruff, Dr. David Henderson

Required Members (please list as indicated):

(1) A private or state institution of higher education (IHE) and the division of the institution that prepares teachers and principals
Montana State University, College of Education, Health and Human Development, Dept. of Education

(2) A school of arts and sciences
Montana State University, College of Letters and Science, Department of Native American Studies

(3) A high-need Local Education Agency (LEA)
Lame Deer Public Schools

Additional Members (if applicable):
(This list may include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another IHE, etc.).

Partner:
Chief Dull Knife College

Partner:
Montana Office of Public Instruction

Partner:
FORM 3: PROJECT DIRECTOR QUESTIONNAIRE

INSTITUTION OF HIGHER ED. / NONPROFIT ORGANIZATION: Montana State University

PROJECT DIRECTOR(S): Dr. Jioanna Carjuzaa, Dr. William Ruff, Dr. David Henderson

PROJECT TITLE: Class 7, Language/Culture Teachers, Professional Development Institute

PRIORITY AREA(S): (Check applicable boxes)

☐ Substantive participation and “vertical teaming” of teachers and administrators and higher education faculty
☒ Collaboration/partnerships involving one or more IHE’s
☐ Multi-year projects focused on long-term, sustainable, and widely-disseminated models
☒ Development and/or demonstrated models of success through partnerships with high-need schools
☒ Improving % of highly qualified teachers

GRADE LEVEL(S): ☒ 6-8 ☒ 9-12

PROJECT FORMAT: (Check applicable boxes)

☒ Summer workshop(s) with follow-up activities
☒ Workshops or other activities during school year
☐ Other (specify):

PROJECT SERVICE REGION(S): Statewide

INSTRUCTIONAL TIME FRAME (actual dates of instruction): From 1 May 2015 To 15 December 2015

NUMBER OF CREDIT HOURS PER PARTICIPANT: Graduate Undergraduate CEU 28 None

NUMBER OF CONTACT HOURS PER PARTICIPANT: 30

ABSTRACT: In a paragraph of approximately 100 words, please summarize the project’s goals, objectives, activities, target population(s) and expected number of participants.

This project supports improved student learning outcomes through the professional development of Class 7, Culture/Language Teachers. Class 7 teachers are endorsed by the different Native American tribes in Montana based on their knowledge of the tribe’s language and culture. Although knowledgeable of their content areas, many have not taken the coursework required by other teachers in teaching methods such as lesson planning, curriculum development, student assessment, and literacy acquisition. This project proposes to recruit 75 Class 7 teachers from school districts across Montana, conduct a 3-day institute focusing on pedagogical methods, conduct 4 webinars and provide feedback from classroom observations.
1. Have any of the project directors for this proposal had previous grants through the Montana Office of the Commissioner of Higher Education?

[X] Yes  
[ ] No

If yes, please give the following information:

- The name of the project director/s and the year of the grant/s:
  
  Dr. Jioanna Carjuzaa, 2012-13, 2013-14

- For each grant, the amount of the original award and the total amount expended:
  
  2012-13: $79,000 spent; 2013-14: $85,907 still in progress, on track

- For each grant, the number of participants projected and the number who participated:
  
  2012-13: 30/30; 2013-14: 30/30

If yes, provide a brief description of the results of the evaluation of each grant. Evidence of improvement in classroom instruction or student achievement would be most significant.

U.S. Department of Education, Title II Improving Teacher Quality Grant,  
May, 2012. Awarded $79,250.00

Brandi Foster, Director of American Indian and Minority Achievement at OCHE performed the evaluation and interviewed the in-service teachers enrolled in my NASX 591 Indian Education for All: Culturally Responsive Pedagogy in Practice courses. Participants were asked to evaluate NASX 591 on the basis of implementation into their classrooms and the effectiveness of the material in order to determine if the course should be delivered on a state-wide basis or form the framework for learning requirements for all K-12 teachers and higher education faculty.

I am delighted to report that the feedback on the course which OCHE collected and shared with me was very positive. Ms. Foster wrote the following in her evaluation report: “100% of the workshop participants cited the course as helpful and directly applicable to the classroom. 100% of the participants stated that they would be directly changing or adding something in their classroom because of the course experience. 100% of participants believed that this information would make them more effective in the classroom. 100% of participants also stated that they would be sharing the course information with colleagues who were unable to participate. 100% believed that similar courses should be available to all teachers throughout Montana and a required part of pre-service teacher education.”

U.S. Department of Education, Title II Improving Teacher Quality Grant,  
January, 2014. Awarded $86,500.00

This grant is in progress. Here is a summary of what has taken place to date:

The first section of the two sections scheduled of NASX 591: Indian Education for All: A Model for Culturally Responsive Pedagogy in Practice covered under this grant was already offered and completed. The second course is scheduled to be offered during the Spring 2015 semester.

* On July 26th I turned in the grades for the NASX 591 IEFA: Culturally Responsive Pedagogy in Practice course which ran from May 4th to Saturday, July 19th. Fifteen participants enrolled in the course; two
had to drop for personal/health reasons. The thirteen remaining grant recipients who were enrolled in the course completed it.

* The second course is scheduled to run from January 25th-April 25th during the Spring 2015 semester.

* We have 15 participants who have accepted their scholarship and are in the process of enrolling for the spring 2015 course. Janine Hansen is in the process of registering these participants for the course.

* Participants received this message on Thursday, October 30th from Janine Hansen, Credit Courses Program Manager of Extended University at MSU.

* Since we had four scholarship openings for the Spring 2015 semester, I mentioned the course to k-12 teachers at the MEA/MFT Educators' Conference in Missoula on October 16th and 17th and followed up and sent out the course flyer to interested teachers. This effort resulted in two more applicants being accepted for the spring course. We are currently actively recruiting two more teachers for the Spring 2015 course.

* In addition to participating in the on-line graduate course, scholarship participants will attend our IEFA conference. It will take place in June of 2015 once all 30 teachers have had the chance to enroll in NASX 591 and have completed the coursework. I will bring everybody together for the IEFA face-to-face workshop/conference. We have planned to hold the workshop/conference in Bozeman during the third week of June, either on June 22nd-24th or June 23rd-25th. We will poll participants in the beginning of the Spring 2015 semester to determine participants' availability and decide on the best dates for the workshop/conference at that time.

* I will hire Dr. Elizabeth Bird to help with the evaluation of the grant project during the spring 2015 semester.

* I hired a former IEFA support staff person to assist me with the course for a total of 40 hours this summer. Since she is no longer at MSU I hope to hire a graduate teaching assistant to help with the Spring 2015 course.

* I am in frequent contact with Janine Hansen, Director of Extended University whose consistent support I am grateful for; Sandra Sward, Director of Office of Sponsored Programs, and Kim Rehm, Assistant Director of Finance, Extended University. I also stay connected with the participants, k-12 classroom teachers who attend the NASX 591 courses, as well.

2. For each project director, please list any other grants or other significant obligations (summer school teaching, consultancies, book contracts, etc.) during the period of proposed grant activity. Please describe how the project director's time will be allocated between the NCLB project and these other obligations.

   All three project directors are fulltime tenure-track faculty at MSU; the grant efforts will be balanced with their current position demands.
3. If the applicant is an institution of higher education, does it have a school or department of education?

- Yes
- No

If yes, describe the joint efforts that were involved in preparing this proposal and planning project activities between the school or department of education and a core academic area department at the institution. (Please identify participants by name and title at the institution.)

Dept of Education: Dr. Jioanna Carjuzaa, Dr. William Ruff, Dr. David Henderson

4. Does the applicant institution of higher education or nonprofit organization have a pre-existing agreement with one or more local school districts for providing professional development for teachers or teams of teachers (and appropriate school personnel) of that district?

- Yes
- No

If yes, in the space below give the name of each such local school district and provide documentation of the agreement/s (with signatures) in Appendix B of the proposal. If no, in the space below give the name of one or more local school districts that have provided a letter of agreement indicating official support of proposed project activities and provide the letter/s (with signatures) in Appendix B of the proposal.

N/A

5. Describe the participation of teachers and/or administrators of the local school district(s) named in question four in preparing this proposal and planning proposed project activities. LEAs must consult with private school officials during the design, development, and implementation of the professional development program to ensure equitable participation. Title IX, Section 9501 of ESEA requires that Title II, Part A services for professional development that are provided to private school teachers and other educational personnel be equitable in comparison to those provided to public school teachers. (Please identify participants by name and title within the school system.)

6. Describe any other involvements with K-12 schools any project director has had in the last five years (e.g., supervising student teachers, teaching on-site courses, judging nominations, etc.).
Dr. Joaana Carjuzaa: IEFA Professional Development Workshops, Title II Grants
Dr. William Ruff/Dr. David Henderson: Indian Leadership Education Development Projects funded by US Dept of Education. Work with Native American school leaders and School Administrators of Montana (SAM) to establish Indian Schools Caucus within SAM. See attached vitae for more details.
### PROPOSAL PROJECTIONS AND PROGRAM REPORT: TEACHERS

Please complete first column in proposal; then complete other columns in year-end report.

<table>
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<tr>
<th>Provide the number of participants in the program by each of the following categories:</th>
<th>Number Projected in Proposal</th>
<th>Actual Number of Participants</th>
<th>Sub-category</th>
<th>Sub-category</th>
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<td>6 High school</td>
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<td>Average Number of Participants Per Event</td>
<td>90</td>
<td>Participants, Instructors and Guest Presenters</td>
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</table>
Identification of local need (20 points):

It is estimated by the United Nations Education, Scientific and Cultural Organization (UNESCO), that approximately half of the world’s 6000 languages are in danger of falling silent within a few generations, taking with them unique and valuable knowledge and huge chunks of human heritage (UNESCO, 2013). The history of colonialism and the current world of rapid globalization have put many languages in danger.

The approximately 250 languages spoken by the United States’ American Indian populations are no exception to this worldwide trend. The harsh treatment and near genocide of most of the U.S.’s 562 tribes, coupled with an often English only attitude have worked hard to wipe away any traces of native cultures and languages. In the face of all this pressure many native cultures have fought to survive and are now fighting back to maintain their identity in the face of a rapidly changing country and world. Such is the case for tribal members in Montana who are determined to resurrect their respective language (Moskowitz, 2012).

Led by Dr. Richard Littlebear, President of Chief Dull Knife College and fluent Cheyenne speaker, The Montana American Indian Language and Culture Specialist Certification (Class 7 Certification) took years of work by tribal language advocates and the tribal colleges but it was finally passed by the Board of Public Education in 1995. A separate certification for teachers of American Indian languages where the tribes certify the people most qualified to teach their language was created (Littlebear, 2014, 2003).

To date, approximately 170 language and culture teachers across Montana have qualified for Class 7 specialist licenses based on their respective tribes’ recommendation. Although, since 1995, the authority was given to the tribes to identify, test and recommend language and culture teachers, little has been done to induct these Class 7 teachers into the teaching profession and prepare them to develop curriculum and teach their courses effectively. Furthermore, unlike other licensed teachers who have a bachelor’s degree, pedagogical knowledge and skills, and classroom management techniques, many Class 7 teachers know little about how teaching-learning takes place in school settings. In addition, unlike other teachers who are provided with vast curriculum packages including numerous course materials and resources, Class 7 teachers are expected to create their own curriculum spanning all grades and develop the necessary resources and materials on their own.
In the effort to determine what the needs are in Indian country, Dr. Carjuzaa has conducted research and explored what has been happening at the state and national level where Indigenous languages is concerned. During the Spring 2014 semester she was charged with investigating what it would take to re-invigorate the Center for Bilingual and Multicultural Education in the College of Education, Health and Human Development at MSU. In exploring this possibility, Dr. Carjuzaa visited many multicultural research centers across the U.S. in addition to visiting with native faculty, staff, and students at MSU, tribal college presidents, faculty and students, as well as k-12 teachers and community members in schools on or near reservations across Montana to better understand how multicultural centers could best serve the populations they represent. The conversations often focused on the need to support language revitalization efforts. These discussions were also addressed at numerous presentations/meetings at NIEA (National Indian Education Association), MIEA (Montana Indian Education Association), AIHEC (American Indian Higher Education Consortium), and other professional conferences.

Discussions with Dr. Richard Littlebear, Lynn Hinch, Mike Jetty, Dr. Walter Fleming, Dr. Paul Boyer, and numerous language and culture teachers including Terry Brockie, Lark Real Bird, Loretta Three Irons, Burt Medicine Bull, Frances Takes Enemy, Stephen Small Salmon, Pat Pierre, Echo Brown, Gean Beaver Head, Stipi Arca, Leona Sharp, Mike LaFramboise, Vernon Finley, Marvin Weatherwax, Lynette Stein-Chandler, Ronn Moccasin, Peter Big Stone, Ronnie Lodge Pole, etc. have emphasized the urgent need to address this issue.

Dr. Carjuzaa serves as a McNair mentor and has been working with Michael Fast Buffalo Horse for the past several years. The research project they have been involved with has grown from work Dr. Carjuzaa was doing to take a snapshot of the various efforts to revitalize and maintain the 11 endangered native languages spoken by members of tribal nations in Montana. Their project involved numerous visits, classroom observations, conversations, attending sessions and presenting at conferences such as MIEA, NIEA, the Indigenous Research Symposium and the International Society of Language Studies. In addition, Dr. Carjuzaa nominated Michael and he was chosen as one of 60 undergraduate researchers across the United States to share his research at the Council of Undergraduate Researchers Posters on the Hill session for congressmen and senators at the White House during April 2014.
At both the state and national levels, how best to preserve these Indigenous languages has been a priority. Jonathan Windy Boy, who represents Senate District 16 in the Montana senate, established the Indian Language Preservation pilot program (Kelleher, 2013). On February 22, 2013 Governor Steve Bullock asked legislators to appropriate $2 million to fund the “Native Language Preservation Program,” a joint partnership between the State of Montana and the eight Montana tribal governments. The Native Language Preservation Program was aimed at preserving the languages of Montana’s Indian tribes and enhancing the educational opportunities students have on Montana’s reservations, while protecting American Indians’ cultural heritages.

Chairman Jon Tester, along with eight co-sponsors, introduced the Native Language Immersion Student Achievement Act earlier this year to establish a grant program to fund Native language educational programs throughout Indian Country in order to improve high school graduation rates, increase college enrollment and better prepare students for jobs. The bill was approved on July 31st of this year. Tester stated, “Native Languages are vanishing at an alarming rate, and with them the culture, tradition and knowledge that are so important to the future of Indian Country.”

**Goals of the project (15 points):**

Through the Center for Bilingual and Multicultural Education at MSU we will offer support and leadership in the effort to revitalize and maintain tribal languages. We will provide Class 7 teachers with the necessary foundations to build pedagogical knowledge and add innovative instructional strategies to their skill base. Specifically, we will provide instruction in lesson planning, curriculum development, classroom management, and formative and summative assessment through a series of webinars. Additionally, in our 3-day institute, we will provide in-depth professional development for Class 7 teachers addressing: the state of endangered Indigenous languages in Montana, second language acquisition theories, innovative language teaching methodologies, curricular materials/resources design, technology in language learning, and best practices for language revitalization and maintenance. This project supports improved student learning outcomes through the professional development of their Class 7 language and culture teachers.

Needed team building will be accomplished with the re-establishment of the Montana Chapter of NABE (National Association of Bilingual Education). MABE (Montana Association of Bilingual Education) fell apart after the passing of Nora Bird, former Montana Chapter President and native Crow speaker. There is
a real need to bring Class 7 teachers together so they can share their challenges and successes and gain the necessary support through a formal network of other Indigenous language and culture teachers.

**Description of project activities (15 points):**

The project activities during 2015 will consist of offering a three-day professional development institute for Class 7 teachers, supporting the re-establishment of MABE and providing a series of instructional webinars.

**Identification, Recruitment and Selection**

We will start with the identification, recruitment and selection of Class 7 language and culture teachers. Once we have notification of the grant award, we will work with the office of Public Instruction (OPI) to obtain a listing of all licensed Class 7 teachers. In addition, we will contact all schools located on or near the seven reservations across Montana to identify practicing Class 7 teachers currently teaching language and culture courses in middle and secondary schools. We will then invite each of the Class 7 teachers to participate in the 3-day professional development institute as well as the four webinars.

We have already had a preliminary meeting with Dr. Richard Littlebear, Lynn Hinch, Mike Jetty and Dr. Walter Fleming to discuss the goals and activities of this project. Dates for the 3-day professional development institute have been tentatively set for mid-June. Class 7 teachers will be invited to share their best practices, identify their needs, and discuss their concerns. Their input will provide a structure for team-building reducing the isolate practices and encouraging a networked collaboration. Team building and the re-establishment of MABE (Montana Association of Bilingual Education) will provide institute participants with a professional learning community within their local areas as well as across the state.

**Professional Development Institute**

Dr. Richard Littlebear has agreed to serve as the keynote speaker for the Institute. Other potential speakers include Dr. Evangeline Yazzie Parsons, Dr. Falcon-Chandler, Dr. Janine Pease, Dr. Paul Boyer, Lanny Real Bird, Francine Takes Enemy, Terry Brockie and several other Class 7 teachers in Montana.

The professional development institute sessions will be recorded and podcasted by the Montana Digital Academy. That way, those Class 7 teachers not participating in the Institute, as well as those who are unable to be in attendance at the Institute can access and view these recordings repeatedly or as refreshers.
Webinars

Faculty at MSU and the tribal colleges will collaborate to provide culturally responsive professional development addressing: lesson planning, curriculum development, classroom management, and formative and summative assessment. Through this series of webinars, Class 7 language and culture teachers will receive the necessary instruction to improve their pedagogical skills and better understand the teaching-learning process.

Evaluation plan (20):

The program evaluator will be Dr. Kristin Ruppel, Associate Professor and Director of MSU’s Native American Studies (NAS) Online Graduate Certificate Program. The evaluator will gather evidence to evaluate the overall success of the project as well as determine the success of each project objective. Evidence of the overall success will be based on the evidence in meeting each objective as well as interviews with participants, faculty and staff from the Department of Education, Native American Studies, and educators from the tribal colleges as well as other workshop speakers. Additionally, evaluator observations during the 3-day face-to-face institute, the online webinars, and other artifacts such as student Digital Story Telling submitted by participants and institute participant evaluations will be used as evidence.

This project has three primary objectives:

(1) Provide in-depth professional development to Class 7 teachers providing them with foundational knowledge of second language acquisition theories, augmenting their ability to use innovative language teaching methodologies in their classrooms, improve their skills in designing and developing curricular materials and resources for their students, and facilitate best practices for language revitalization and maintenance.

(2) Provide ongoing pedagogical support to Class 7 teachers through webinars addressing best practices in lesson planning, classroom management student assessment, and the use of technology in language learning.

(3) Facilitate the development of a professional support network for Class 7 teachers throughout the state of Montana by reinvigorating the Montana Association for Bilingual Education (MABE).

At the level of service, participants will be surveyed regarding the strengths and weaknesses that they perceived while attending the 3-day professional development institute. Participants will be asked to have
their students participate in a digital story telling assignment during the Fall 2015 semester. Participants will submit a copy of the digital story along with their reflection (voice recorded or written) regarding their objectives for the assignment and perceptions about the digital story their students produced. These artifacts will be reviewed, assessed and scored by the PIs using Rossmore’s (2010) Profiling Grid for Language Teachers and feedback along with suggestions for improving classroom instruction will be provided to the Class 7 teachers. Additionally, PIs will visit the classrooms of each of the participants to observe instruction and provide the participant with feedback and an action plan for improved instruction. These observations will be informal walk-through type observations using the Danielson Model combined with the IEFA Framework model for best practices implementing culturally responsive pedagogy.

Objective 2 will be assessed using participant surveys addressing participants’ perceptions regarding relevancy and rigor of the webinar. Additionally, the impact on students and classrooms will be assessed during the classroom observations regarding evidence found that the information from the webinars and professional development institute are being used in the classroom.

Objective 3 will be assessed based on MABE membership and artifacts about the organization’s activities at the time of the final report. This objective is not expected to have an immediate impact on classroom learning. However, it potentially builds the capacity of quality teaching in Montana by establishing an on-going professional support network for American Indian language and culture teachers. The professional support network for Class 7 teachers is an essential capacity Montana needs to reinvigorate and sustain the tribal languages of people indigenous to Montana.

Role of key project personnel (10 points):

Dr. Jioanna Carjuzaa, has a Ph.D. in Multicultural, Social and Bilingual Foundations of Education and aK-12 English as a Second Language (ESL) teaching endorsement from the University of Colorado-Boulder. She is multilingual, has 20+ years of experience as a multicultural educator and is a leading scholar in the implementation of IEFA. Under the multicultural umbrella, her research focuses on linguistic diversity and she has explored best practices in Indigenous language revitalization efforts as well as Indigenous education. She teaches courses at MSU in Second Language Acquisition Theories, ESL/EFL Methodologies, and Teaching Culturally and Linguistically Diverse K-12 Students. She is the recipient of two previous Title II grants. She
has conducted numerous research projects on effective implementation and published extensively, and she has a wealth of experience providing professional development opportunities for pre-service and in-service teachers, principals and superintendents who serve as instructional leaders, faculty and staff in higher education, and undergraduate and graduate students in all disciplines to explore culturally responsive pedagogy and language acquisition. In her courses and her professional development workshops, she models innovative and creative instructional approaches which enable educators to integrate the Seven Essential Understandings into their respective content areas and align their lesson and unit plans with the Common Core Standards. She collaborates with OPI on numerous research projects and is very familiar with their comprehensive curricular materials/resources. In addition, she has co-presented at many professional development conferences/meetings/workshops with OPI Indian Education curriculum and implementation specialists.

Dr. William Ruff has over 30 years of experience planning, implementing and evaluating organizational change and comprehensive school reform efforts and more than a decade of experience in teaching graduate classes to educators on the topics of leadership and planned change. As a founder of the Indian Leadership Education and Development program (ILEAD), he has worked with American Indian educators and with public school systems and BIE schools in facilitating culturally responsive teaching and instructional leadership. In the last decade, he has made more than two dozen presentations at the regional, national, and international levels on research at the intersection of school improvement, leadership and Indian Education as well as published a dozen research studies in scientific, peer-reviewed journals or as chapters in scholarly books. His knowledge and experience will greatly contribute to the design and teaching of at the professional development institute and in making salient classroom observations.

Dr. David Henderson has been involved in teaching educational leadership for eight years and has also led national Circles of Trust/Courage to Teach/Courage to Lead approach to provide professional development for leaders across a variety of professions but especially school leaders over the last fifteen years. Circles of Trust grew out of the writings and work of Parker J. Palmer and have become an internationally acclaimed professional development program for inviting leaders to rejoin soul and role. Dr. Henderson has used this approach in both the private and higher education contexts with success. His research agenda has extended this work resulting in a model for leadership called the Leadership Triad: Identity, Integrity and Authenticity. This model continues to inform both his teaching and ongoing research into the inner life of the leader.
especially with Native American school leaders across Montana. He has served as one of the Principal Investigators for the Indian Leadership Education and Development program (ILEAD) and as a result has built relationships with Native American school leaders across Montana and the Northern Plains. Henderson will assist in developing the professional development activities and serve as a co-instructor for the three day professional development institute.

All three PIs will work collaboratively to recruit participants; to design and develop the face-to-face professional development institute. Additionally, the PIs will conduct formative assessments and classroom observations to give participants feedback on pedagogy and teaching language acquisition skills.

Adequacy of resources and cost effectiveness (20 points):

As shown in the budget, the total funding requested is $64,132 to be distributed among the College of Education, Health and Human Development (CEHHD) (46%), the College of Arts and Sciences (CAS) (26%), Lame Deer Public Schools, our partnering school district (7%), and Chief Dull Knife College (20%) to train and educate 75 Class 7 teachers from school districts located across Montana.

The CEHHD will lead the project with Drs. Jioanna Carjuzza, William Ruff, and David Henderson serving as the Primary Investigators for the project. These PIs will meet 1-2 hours each week during 2015 to plan staff development sessions, that incorporate the best practices of classroom teaching, language acquisition into the face to face institute. During the summer, they will meet with participants and provide instruction during the institute. All three PIs will conduct the institute as well as perform all of the administrative responsibilities to the program.

Drs. Jioanna Carjuzza and Dr. William Ruff each have a base salary of approximately $65,000 for the school year and 21,666 for the summer session. The will meet approximately 1-2 hours per week during the school year to recruit and organize instruction and prepare instructional materials. Thus they should receive at least .025 of their base salary ($65,000) during the school year (fall and spring terms) or ($1625 each) and 13% of their salary during summer (0.13x$21,666.67=$2816.67 each) as they will be both administering the program and instructors during the 3-day institute with 75 participants. Summer salary is 1/3 of base salary. Dr. David Henderson will also be engaged in this same work for an hour or two each week and 13% during the summer; however, as an Assistant Professor his base salary is slight less at $57,000 during the school year and
$19,000 during summer. Dr. Henderson’s salary for the project will be $1425 during the school year and $2470 during the summer. Total salaries for the project leadership team, who will also be designing the institute and webinars, making classroom observations in the fall, and participating in the summer institute is $12,778.34. Benefits for MSU faculty are calculated at 28% of salary; so faculty benefits are $3577.93. The total personnel costs for CEHHD is 16,356.27. In addition to personnel costs, CEHHD will also distribute the participant travel stipends. Each participant will receive a $150 travel stipend for attending the 3 day institute. The total cost of stipends is (75 x 150) $11,250. The total amount of direct costs for CEHHD is 27, 606.27. Indirect costs are calculated at 8% (0.8 x 27, 606.27) or 2208.50. The total distribution to CEHHD is $29,815 or 46% of the total, $64,132.

The evaluator for the project will be Kirsten Ruppel from the College of Arts and Sciences (CAS). The evaluator will be paid an hourly rate of $50 and the effort is expected to take approximately 50 hours. This effort includes conducting interviews with participants and project partners, observing a workshop, spot checking the delivery of the online course, reviewing the quantitative data and analyses conducted by the PIs, and preparing a report. $50 x 50 hours is $2500. MSU faculty benefit rate is calculated at 28%. ($2500 x 0.28) and is $700. The total personnel costs for CAS is $3200. CAS’s operational costs will be to arrange meals and lodging for the 3-day institute’s participants, As well as arrange a meeting room at the hotel. The costs of meals are based on the Montana per diem rate of $23 per day for 3 days for 75 participants (23 x 3 x 75) or $4175. Participants will be lodged in double occupancy rooms at the state rate (91) for a cost of (75 x 91) $6825. Meeting room rental is $150 per day or (150 x 3) $450. The total operating costs for CAS is $12, 450. This combined with personnel costs are a total of $15,650. An 8% IDC rate is applied to these costs (.8 x 15650) for a total distribution of $16,902.26 to CAS or 26% of the total project cost of $ 64,132.

Our partnering school district, Lame Deer Public Schools, will provide stipends of $500 each to 4 Class 7 teachers to present at the 3-day institute for a total cost of (4 x 500) $2000. Additionally, they will bear the costs of development for the 4 webinars at $500 per webinar for a total of (4 x 500) $2000. Additionally, they will assume the cost of reproducing materials to be distributed to the Class 7 teachers (4.27 x 75) $320. Thus, the personnel costs are $2000 and the operating costs are $2320 for a total distribution of $4320 to Lame Deer Public Schools.
Another partner in this project is Chief Dull Knife College (CDKC). CDKC will pay the keynote speaker for the 3-day institute $2500 as well as 4 scholars on tribal language revitalization and sustainment $1000 each. (2500 + (4 x 1000)) $6500. Additionally, CDKC will purchase the books used in the 3-day institute ($75 x 75) $5625. Total direct costs for CDKC is $12,125. An 8% IDC rate is applied (.08 x 12125) $970. The total distribution to CDKC is $13,095 or 20% of the total cost of the project, $64,132.

References


## FORM 5: BUDGET FORMS

### A) Costs for School of Education

<table>
<thead>
<tr>
<th>Personnel Services</th>
<th>Cost Basis (salary, wage, item cost)</th>
<th>Formula</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Salaries (Names: Carjuzaa, Ruff, Henderson)</td>
<td>65000 Carjuzaa &amp; Ruff each (spring/fall) 57000 Henderson (spring/fall) 21666 Carjuzaa &amp; Ruff each (summer) 19000 Henderson (summer)</td>
<td>0.025 fte = 1525 + 1625 0.025 fte = 1-25 0.13 fte = 2817 +2817 0.13 fte = 2470</td>
<td>3250 1425 5624 2470</td>
</tr>
<tr>
<td>Hourly Wages</td>
<td>28% of salary</td>
<td>.28 \times 12,779</td>
<td>3578</td>
</tr>
<tr>
<td>4 Total Personnel Services</td>
<td></td>
<td></td>
<td>16,357</td>
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</table>

**Operating Expenses**

<table>
<thead>
<tr>
<th>5 Contracted/Prof Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Stipends</td>
</tr>
<tr>
<td>7 Materials and Supplies</td>
</tr>
<tr>
<td>8 Communications</td>
</tr>
<tr>
<td>9 Employee Travel</td>
</tr>
<tr>
<td>10 Other (Specify)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11 Total Operating Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Total Direct Costs (Lines 4-11)</td>
<td>27,606</td>
</tr>
<tr>
<td>13 Indirect Costs (&lt;8%)</td>
<td>2,209</td>
</tr>
<tr>
<td>14 Total for Education</td>
<td>29,815</td>
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</table>

## B) Costs for College of Arts and Sciences

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<thead>
<tr>
<th>Personnel Services</th>
<th>Cost Basis (salary, wage, item cost)</th>
<th>Formula</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Salaries (Names:</td>
<td>50/hr for 50 hours</td>
<td>50 \times 50</td>
<td>2500</td>
</tr>
<tr>
<td>2 Hourly Wages</td>
<td>50/hr</td>
<td>28%</td>
<td>700</td>
</tr>
<tr>
<td>3 Employee Benefits</td>
<td>28%</td>
<td>23 \times 3 \times 75 23 \times 3 \times 75</td>
<td>4175 6825 450</td>
</tr>
<tr>
<td>4 Total Personnel Services</td>
<td></td>
<td></td>
<td>3200</td>
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</table>

**Operating Expenses**

| 5 Contracted/Prof Services | |
|---------------------------||
| 6 Stipends | |
| 7 Materials and Supplies | |
| 8 Communications | |
| 9 Employee Travel | |
| 10 Other (Specify) meals Lodging Meeting room | |

<table>
<thead>
<tr>
<th>11 Total Operating Expenses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>12 Total Direct Costs (Lines 4+11)</td>
<td>15,650</td>
</tr>
<tr>
<td>13 Indirect Costs (&lt;8%)</td>
<td>1252</td>
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<tr>
<td>14 Total for Arts and Sciences</td>
<td>16,902</td>
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</table>
C) Costs for Partner School District(s)

<table>
<thead>
<tr>
<th>Participant Costs</th>
<th>Cost Basis (salary, wage, item cost)</th>
<th>Formula (x FTE or # of hours = amount)</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Contracts (Names: )</td>
<td>500</td>
<td>500 x 4</td>
<td>2000</td>
</tr>
<tr>
<td>2 Stipends/Substitutes panel of Class 7 teachers</td>
<td>4.27</td>
<td>4.27 x 75</td>
<td>320</td>
</tr>
<tr>
<td>3 Materials and Supplies (copy costs)</td>
<td>500</td>
<td>500 x 4 webinars</td>
<td>2000</td>
</tr>
<tr>
<td>4 Communications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Non Employee Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 College Credits/Tuition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Other (Specify) Webinar development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Total Budget for Partner Schools</td>
<td></td>
<td></td>
<td>4320</td>
</tr>
</tbody>
</table>

D) Costs for Additional Partner(s) Chief Dull Knife College

<table>
<thead>
<tr>
<th>Participant Costs</th>
<th>Cost Basis (salary, wage, item cost)</th>
<th>Formula (x FTE or # of hours = amount)</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Contracts (Names: keynote speaker)</td>
<td>2500</td>
<td>1</td>
<td>2500</td>
</tr>
<tr>
<td>2 Stipends/Substitutes Scholar speakers</td>
<td>1000</td>
<td>4</td>
<td>4000</td>
</tr>
<tr>
<td>3 Materials and Supplies books</td>
<td>75</td>
<td>75</td>
<td>5625</td>
</tr>
<tr>
<td>4 Communications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Non Employee Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 College Credits/Tuition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Other (Specify) IDC</td>
<td>8%</td>
<td></td>
<td>970</td>
</tr>
<tr>
<td>8 Total Budget for Partner Schools</td>
<td></td>
<td></td>
<td>13,095</td>
</tr>
</tbody>
</table>

Note: On the Budget Request forms used by the accounting officers, sections A through D are combined. However, for year-end fiscal and program reporting, these funds must be reported on this form, using sections A, B, C, and D (if relevant) to verify that no one partner received more than 50% of the total award.

Signature of Institutional Grants Officer/Fiscal Department

SANDRA L. SWARD
Director
MSU Office of Sponsored Programs
APPENDIX A

STATEMENT OF ASSURANCES

The applicant hereby provides assurance to the Montana Office of the Commissioner of Higher Education that if a grant is received under the terms of the Improving Teacher Quality State Grant, Title II, Part A, it will:

Comply with audit requirements in accordance with the Federal Office of Management and Budget (OMB) Circular A-128 or A-133 as appropriate, and supply the Office of the Commissioner of Higher Education with a copy of the audit report for each fiscal year in which grant funds were expended within 60 days of the completion of the audit;

Comply with the administrative procedures of the Office of the Commissioner of Higher Education and all regulations, policies, and requirements, including Public Law 107-110; Education Department General Administrative Regulations (EDGAR) and the Office of Management and Budget Circulars No. A-102, A-110, A-133, and applicable cost principles (Circulars: A-21 Educational Institutions, A-87 Cost Principles for State and Local Governments, and A-122 Nonprofit Organizations) as they relate to the application, acceptance, and use of federal funds for this federally assisted project;

Comply with Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicapped), Title IX of the Education Amendments of 1972 (sex) and the Age Discrimination Act of 1975 (age);

Retain all records for a period of five years and give the Office of the Commissioner of Higher Education, the Federal sponsoring agency or the State Auditor through any authorized representatives access to and the right to examine all records, books, papers, or documents related to the grant;

Comply with all provisions of the Title II, Improving Teacher Quality State Grants, Part A and make public all products (e.g., example capstone curricular materials including student assignments, tasks, prompts, and research and project ideas, assessment rubrics, performance exemplars, etc.) resulting from the project and in a format that can be posted to a web site and used by Montana school divisions and teachers.

Seek to provide greater access to all core academic disciplines to historically underrepresented and underserved groups;

Enter into agreement for professional development with school(s), school district or consortium of school districts or nonpublic schools in the area of proposed grant activity; and

Ensure equitable participation of personnel from nonpublic (private) schools to the extent feasible.

Montana State University-Bozeman

Martha Potvin
Vice President of Academic Affairs / Provost

X

Chief Academic Officer/ Executive Director

11-6-14
November 3, 2014

RE: Improving Teacher Quality grant.

Dear Title II Grant Selection Committee:

I am pleased to support the Title II: Improving Teacher Quality grant application, Class 7 Professional Development Institute, for providing pedagogical support for teachers with American Indian Language and Culture Specialist Licenses in Montana as submitted by Montana State University’s Center for Bilingual and Multicultural Education, the Native American Studies Department, the Montana Office of Public Instruction, Chief Dull Knife College and Lame Deer Public Schools.

These activities are extremely important to the conduct of education among Montana’s tribal communities and will have a positive impact on thousands of Native children throughout the state. Such efforts by the co-sponsors are based upon sound pedagogical practice and experience.

I am committed to this important initiative and support the above listed partnerships. Furthermore, I support MSU’s land grant mission to provide necessary professional development for Class 7 teachers.

If I can be of further assistance to the Committee on this or any other issue, please do not hesitate to contact me.

Sincerely,

Walter C.

Walter C. Fleming, PhD
Department Head and Professor
Kickapoo Tribe in Kansas
November 3, 2014

Dear Title II Grant Selection Committee,

It is my pleasure to write this letter of strong support for the Title II: Improving Teacher Quality grant application entitled, *Class 7 Professional Development Institute*, designed to provide pedagogical support for teachers with American Indian Language and Culture Specialist Licenses in Montana. This grant proposal is submitted through the collaborative efforts of Montana State University’s Center for Bilingual and Multicultural Education, MSU’s Department of Native American Studies, the Montana Office of Public Instruction, Chief Dull Knife College and Lame Deer Public Schools.

As Head of the Department of Education at MSU, I can attest to the fact that the Department is fully committed to this important initiative and the above listed partnerships. We believe that this effort to support Montana’s Class 7 teachers is fully aligned with the mission of the Department of Education and is clearly supports the land-grant mission of Montana State University.

I give this proposal my highest recommendation. If I can be of further assistance, please feel free to contact me at (406) 994-7426 or jdowney@umontana.edu.

Sincerely,

Jayne Downey, Ph.D.
Head, Department of Education
November 03, 2015

Joanna Carjuzaa, Ph.D.
Associate Professor
Montana State University
Department of Education
Reid Hall #119
Bozeman, Montana 59717

Dear Dr. Carjuzaa,

Chief Dull Knife College totally supports the efforts of this grant proposal because it will address pedagogical areas that need professional development for Clerk 2 language and culture teachers in K-12 schools. These areas include awareness of the state of endangered indigenous languages in Montana, second language acquisition theories, innovative language teaching methodologies, curricular materials/resource design, technology in language learning, and best practices for language revitalization and maintenance.

This grant will also provide foundational video instruction in lesson planning, curriculum development, classroom management, and formative and summative assessments. This is granting will also support improved student learning outcomes through professional development of Clerk 2 teachers.

The results of this grant can only improve the instruction for all of the students taught by Indian Education for all and by the Clerk 2 teachers.

Sincerely,

[Signature]

Dr. Richard Littlebear
President, Chief Dull Knife College
Dear Title II Grant Selection Committee,

I support the Title II: Improving Teacher Quality grant application, Class 7 Professional Development Institute, for providing pedagogical support for teachers with American Indian Language and Culture Specialist licenses in Montana as submitted by Montana State University’s Center for Bilingual and Multicultural Education, the Native American Studies Department, the Montana Office of Public Instruction, Chief Dull Knife College and Lame Deer Public Schools. I am committed to this important initiative and support the above listed partnerships. Furthermore, I support MSU’s land grant mission to provide necessary professional development for Class 7 teachers.

For me as a member of the Northern Cheyenne Tribe and Superintendent of Lame Deer Public Schools, specifically, I enthusiastically appreciate those areas in this grant that supports professional development for Class 7 teachers addressing the state of endangered Indigenous languages in Montana, second language acquisition theories, innovative language teaching methodologies, curricular materials/resources design, technology in language learning, and best practices for language revitalization and maintenance. We will also provide foundational video instruction in lesson planning, curriculum development, classroom management, and formative and summative assessment. This project supports improved student learning outcomes through the professional development of their Class 7 teachers. We are very much in need of this training for our Class 7 instructors at Lame Deer Public Schools.

Ha Ho (Thank you)

[Signature]

William A Parker, Superintendent Lame Deer Public Schools
Education

Ph.D. Multicultural, Social, and Bilingual Foundations of Education, 1996
University of Colorado, School of Education—Boulder, Colorado

University of Colorado, The Bueno Center for Multicultural Education—Boulder, Colorado

B.S. Journalism, Advertising and News Editorial Sequences, 1979
University of Colorado, School of Journalism—Boulder, Colorado

Selected Recent Publications: Peer-Reviewed Journal Articles


Selected Recent Published Textbooks


Selected Recent Presentations/Workshops

- Cross-Cultural Experiments in Indigenous Education, Indian Education for All Best Practices Conference, 8th Annual Conference, Pathways to Success: Integration of IEFA and Montana Content Standards, Missoula, MT 2/14
- Engaging Students from Diverse Backgrounds in Higher Education: Lessons Learned from K-12 Practices Around the World, 6th Annual Conference on Higher Education Pedagogy, Virginia Tech, Blacksburg, VA 02/14
- Educating Our Educators: The Most Effective Methods of Teaching Native Students, Education in Indian Country, Native American Education Conference, Cabezon, CA, 12/13
- Indian Education for All: A Model for Multiculturally Responsive Pedagogy, Intensive Institute, National Association for Multicultural Education (NAME), 23rd Annual International Conference, Oakland, CA 11/13
- Empowering Miracle Survivors: Native American Student Success Services at MSU/44th Annual National Indian Education Association (NIEA) 2013 Convention and Trade Show, Rapid City, SD 10/13
- How Come I never Heard of That?" Learning to Integrate Indigenous Studies into the Curriculum in Montana and in Western Australia, 13th International Conference on Diversity in Organisations, Communities and Nations, Darwin, Australia, 06/13
- Montana’s Native American Tribes and Language Revitalization, International Society of Language Studies, San Juan, Puerto Rico, 06/13
- Indian Education for All: A Model for Culturally Responsive Pedagogy in Practice, College Board, Native American Student Advocacy Institute (NASAI), Missoula and Pablo, MT, 05/13

Selected Funded Research/Professional Development Workshops/Awards

* U.S. Department of Education, Title II Improving Teacher Quality Grant, January, 2014. Awarded $86,500.00
* U.S. Department of Education, Title II Improving Teacher Quality Grant, May, 2012. Awarded $79,250.00
William G. Ruff
Office: (406) 994-4182  
Email: wruff@montana.edu

Education

Ed.D.  Educational Leadership
The University of Texas at San Antonio, San Antonio, Texas, Aug 2002.

M.A.  Educational Leadership
The University of Texas at San Antonio, San Antonio, Texas, May 2000.
School Administrator License: K-12 Principal (Texas)

M.A.  Human Resources Development
Webster University, St. Louis, Missouri, March 1995

B.S.  Psychology
Colorado State University, Fort Collins, Colorado, May 1978
Teacher Licensure: PK-12 Special Education (Texas)

Recent Work Experience
Associate Professor of Educational Leadership, Department of Education
Montana State University, Bozeman, Montana 2005-Present
Educational Leadership Program Leader 2009-2014
Associate Director for the Center for Bilingual and Multicultural Education 2014-Present

Recent Publications

Henderson, D., Ruff, W.G. & Carjuzza, J. (In Press). Lessons learned from an innovative educational leadership program designed to prepare American Indian school leaders. *Journal of Scholarship of Teaching and Learning*


Recent Grants Awarded
Indian Leadership Education and Development (III)  
Office of Indian Education, U.S. Department of Education  
$1,240,000  
July 2012

Recent Honors
2014 Cox Faculty Award for Creative Teaching and Research, Montana State University
David Ingram Henderson, Ed.D.

2400 Durston Unit 12
Bozeman, MT 59718 david.henderson3@montana.edu (W) 406-994-6424
(C) 406-529-3680

Education and Certifications:

Ed.D.  The University of Montana, Missoula, MT Department of Educational Leadership, 2007
Dissertation Title: The Leadership Triad: Identity-Integrity-Authenticity

M.Ed.  Harding University, Searcy, Arkansas
       English Education, 1981

B.A.  Harding College, Searcy, Arkansas
       Secondary Education in Biology and Chemistry, 1975

Certifications:  Courage to Teach/Lead/Circles of Trust Facilitator
               Center for Courage and Renewal, Seattle, WA

Current Higher Education Teaching Position

Assistant Professor, Educational Leadership
Montana State University
Bozeman, MT 2012-present

Teach masters and doctoral graduate courses including: EDLD 507 Foundations of Leadership, EDLD 520 Schools and Diverse Communities, EDLD 532 Montana School Law, EDLD 534 Data Driven Decision Making, EDLD 643 Leading for Social Justice

Recent Refereed Publications


Publications: San Francisco, CA.


Recent Grants


PreK-12 Administrative and Leadership Experience

Principal, Troy Junior High and High School
Troy Public Schools, Troy, MT 1999-2004

Co-founder, Montana Courage to Teach/Lead
Missoula, MT 2002-present
EDUCATION
M.A., Anthropology and Botany, Interdisciplinary, Idaho State University, Pocatello, ID, May 1995. Thesis: 
"Ethnobotany of the Eastern Saake River Plain"

UNIVERSITY TEACHING EXPERIENCE
5/11 – Present Associate Professor: Native American Studies Dept., Montana State University.
8/05 – 5/11 Assistant Professor: Native American Studies Dept., Montana State University.
8/04 – 8/05 Full-time Adjunct Instructor: Native American Studies Dept., Montana State University.
8/02 - 12/02 Part-time Instructor: Dept. of Anthropology, Idaho State University.
1/99 - 5/00 Full- & Part-time Instructor: Dept. of Anthropology, Idaho State University.
9/96 - 12/96 Graduate Teaching Assistant: Anthropology Dept., Columbia University. Cultural anthropology core course.
8/94 - 5/95 Graduate Teaching Assistant: Anthropology Dept., Idaho State University.

Course Taught (At Idaho State [ISU] and Montana State (MSU) Universities)

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate and 400-level</th>
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<tbody>
<tr>
<td>Peoples of the Andes (ISU)</td>
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<tr>
<td>Introduction to Anthropology (ISU)</td>
<td>Ecological Anthropology (ISU)</td>
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<tr>
<td>Federal Indian Law &amp; Policy (MSU)</td>
<td>Special Topics: Ethnobotany (ISU)</td>
</tr>
<tr>
<td>American Indians &amp; Film (MSU)</td>
<td>Federal Indian Law &amp; Policy (MSU)</td>
</tr>
<tr>
<td>American Indian Spirituality (MSU)</td>
<td>Native Food Systems (MSU)</td>
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<tr>
<td>American Indian Art (MSU)</td>
<td>Gender Issues in NAS (MSU)</td>
</tr>
<tr>
<td>Native Peoples of the Americas (MSU)</td>
<td>Native America: Dispelling the Myths (Online, MSU)</td>
</tr>
<tr>
<td>American Indian Literature (MSU)</td>
<td>Contemporary Issues in Native American Studies (MSU)</td>
</tr>
</tbody>
</table>

REFEREED PUBLICATIONS
1/12 “Indian Affairs under Self-Determination: Views from Behind the Scenes.” Book proposal to The University of Arizona Press.


6/96 “Ethnobotany of the Idaho National Engineering Laboratory and the Eastern Snake River Plain.”

SELECTED GRANTS, SCHOLARSHIPS & FELLOWSHIPS
3/12 MSU Scholarship and Creativity Grant, FY 2012-13, including School of Advanced Research Short Seminar participant travel. $17,784.

10/10 Indian Land Tenure Foundation grant to support Indian Land Working Group’s 20th Annual Indian Land Consolidation Symposium, October 25-28, 2010. $25,000.

4/10 MSU Scholarship and Creativity Grant, FY 2010-2011. $6,500.

8/08 MSU Office of the Provost, grant to develop NAS online program, including course buyout (one course, fall 2008), conference travel, tribal college visits (in-state), student aide, and website development. $17,000.

4/08 NSF ADVANCE Network Mentoring Mini Grant, research project on Navajo and Tohono O’odham reservations, June 1-30, 2008; and related conference travel, spring and fall 2008. $8,000.
WALTER C. FLEMING, PhD  
Professor and Department Head  
Department of Native American Studies  
Montana State University-Bozeman  
Work Phone: (406) 994-5260, FAX: (406) 994-6879, E-mail Address: wfleming@montana.edu

EDUCATION:  
Ph.D., American Studies, University of Kansas, 1996  
M.Ed., Guidance and Counseling, Montana State University-Bozeman, 1979  
B.S., Secondary Education (English and History), Montana State University-Billings, 1976

ACADEMIC APPOINTMENTS:  
Professor, Native American Studies, Montana State University-Bozeman.  
Adjunct Curator, History Department, Museum of the Rockies, Bozeman, 1988 – Present

TEACHING EXPERIENCE:  
Department of Native American Studies, Montana State University, 1979 – Present  
Indian Studies, Dawson Community College, 1978 - 1979

MAJOR ADMINISTRATIVE RESPONSIBILITIES:  
Department Head, Department of Native American Studies, Montana State University, 2000 – Present.  
Acting Director, Center for Native American Studies, Montana State University, 1981 – 1986, 1999

HONORS AND DISTINCTIONS:  
- Montana “Governor’s Humanities Award” Recipient, 2013.  
- Montana State University Alumni-Bozeman Area Chamber of Commerce Award for Excellence, 1996.  

SELECTED PUBLICATIONS:  
Books:  

Book Chapters:  
- “Native Americans at a Glance,” Visions of an Enduring People, 1994  
- “A History of Federal Indian Policy,” Reflections on Tribal Governance in Montana, 1999  

OTHER RECENT PUBLICATIONS:  
“Myths and Stereotypes about Native Americans,” Phi Delta Kappan, November 2006, Volume 88, No. 03.  
Reprinted as: “Getting Past Our Myths and Stereotypes about Native Americans” Educational Digest, March 2007, Volume 72, No. 7.